



Our vision is to empower every student, regardless of their background or challenges they may encounter, to excel academically and thrive in qualifications that pave the way for their next steps beyond our school. Situated in an area marked by significant socio-economic challenges, our school is committed to social mobility and nurturing a cohort that actively contributes to the wider community and the workforce.

Central to our strategy is the belief that exceptional teaching is the catalyst for progress. It's the cornerstone of our strategy, ensuring every student, regardless of socio-economic status, receives the support needed to succeed. High quality teaching & learning has been proven to have the greatest impact on closing the attainment gap.

Our strategy aligns with broader academy priorities, guaranteeing that students access the very best opportunities. We're dedicated to a holistic educational approach, offering a diverse enrichment program that introduces students to new experiences. Moreover, our comprehensive Duke of Edinburgh program equips them with life skills highly sought after by employers. Investments in our career guidance program ensure tailored advice and support aligned with each student's aspirations and interests.

Our approach will respond to local challenges and individual needs, informed through robust diagnostic assessments. The approaches we have adopted will provide a suite of interventions that help all pupils achieve their potential. To ensure we are successful we will:

- Maintain high expectations of all students, irrespective of their backgrounds
- Use data to help inform where the greatest need is and intervene early.
- Continually monitor the effectiveness of our strategies and be flexible enough to adapt to changing needs.

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

1	<p><u>Reading, writing and comprehension</u></p> <p>Both internal and external standardised assessments indicate disadvantaged students generally have lower levels of reading, writing and comprehension than their peers. This impacts process across all subjects.</p>
2	<p><u>Numeracy</u></p> <p>Both internal and external standardised assessments indicate disadvantaged students generally have lower levels of mathematical skills and reasoning than their peers. This impacts process across all subjects.</p>
3	<p><u>Parental engagement</u></p> <p>Internal analysis of subject teacher consultation evening attendance shows there is a gap between disadvantaged and non-disadvantaged families.</p>
4	<p><u>Attendance</u></p> <p>Disadvantaged students on average do not attend school as frequently as their peers. Last academic year the gap in attendance was 4.6%</p>

Budgeted cost: £ 325,000

Invest in creating and supporting a 'praise culture'	Internal data suggests that PP students have a poorer attitude to learning so this culture needs to shift.	6
A wide ranging enrichment programme including subsidised trips and visits	Outdoor learning and art provision can have a positive educational outcome according to the EEF (up to 3 months)	5
Invest in a full time attendance officer and EWO	Improving attendance can have a huge impact of educational outcomes (national data)	4
Invest in a full time careers advisor for 1 to 1 guidance	Impartial careers advice is essential for all students and our governors have made destination data a key focus for the academy.	7
Invest in the student development team to provide bespoke support for students in the academy	Behaviour intervention can add up to 4 months progress (EEF)	6

Invest in School Cloud

The EEF toolkit suggests that investing in parental engagement can add up to 4(t)-3(4 r1Tt

Results last academic year were disappointing and the progress gap between disadvantaged students and their peers has increased since the previous year. Last year's cohort had a significant number of outliers that impacted the overall progress measures.

Disadvantaged students make up over 50% of the attendance to enrichment activities afterschool. This compares very favourably as disadvantaged students make up 40.5% of the student population.

Overall attendance gap between disadvantaged and their peers is 4.6%. Our



Whilst students are disproportionately represented in receiving negative behaviour points, it is pleasing that they're represented well in positive points.

